



THINK **BIG**...THE PRE-QUEL

Mini-conference presented by **TEAMS**
for Elementary and Secondary Teachers

- **2 workshops**
- **catered dinner**
- **publishers' display**
- **door prizes**

Thursday, October 18, 2012

Dante Alighieri Academy,
Beatrice Campus

50 Ameer Ave.,
Toronto, Ont.

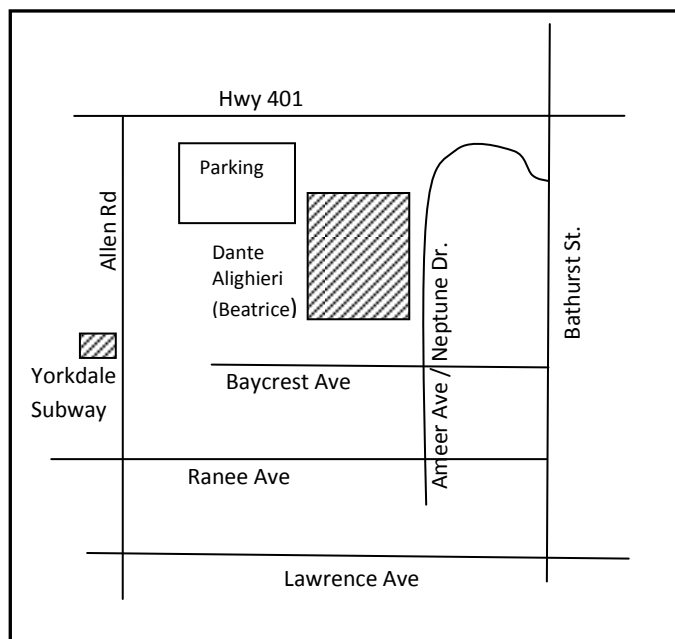
(West of Bathurst St, south of Hwy 401.
Plenty of parking behind the school.
Take the Ranee Ave. bus from the
Yorkdale subway station)

Program

4:00 – 4:45	Registration, Publishers' Display
4:45 – 5:45	Workshop Session A
5:45 – 6:15	Exhibitors' Display in Cafeteria
6:00 – 6:30	Dinner in Cafeteria
6:30 – 6:55	TEAMS Annual General Meeting & Lucky Draws!!!!!!
7:00 – 8:00	Workshop Session B

There will be draws for:

- Numerous door prizes from our sponsoring exhibitors
- One year free membership in OAME
- Free registration for the 2013 TEAMS Fall Conference



TEAMS is a local chapter of the Ontario
Association for Mathematics Education
(OAME)

TEAMS CONFERENCE WORKSHOPS

Session A 4:45 - 5:45

PRESENTER	TITLE & DESCRIPTION	TARGET AUDIENCE	SIZE
Kathy Kubota-Zarivnij, TCDSB	<u>Session A1: Using Bansho For Elementary School Classrooms</u> What is bansho and how can bansho (board writing) be used in elementary school mathematics classroom? Let's solve a primary-junior mathematics problem and use our different solutions to construct a bansho. The key components of and strategies used to carry out bansho will be elaborated throughout this session.	2 - 6	30
Pat Margerm, York University	<u>Session A2: Thinking Big in the Primary Grades</u> How can we use the curriculum expectations to pose problems to explore the idea of "big" in the primary division? Let's look at some picture books and problems to experience the math in "thinking big."	K - 3	30
Mirela Ciobanu, TDSB, Caroline Rosenbloom, OISE	<u>Session A3: Students Observing Students and Using Technology to Assess Critical Thinking</u> By employing metacognitive practices, students engage themselves in a process of actively and continuously restructuring their learning and understandings, reconsidering what they know and how they need to move on. Come to the session to hear how you can use various technologies and the A4L observation tool to teach your students how to understand their own learning processes. Experiences from the OAME 2011 Fall leadership conference and the newly implemented Teacher Candidate- Grade 6 online mentorship will also be shared.	4 - 8	30
Earl Totten, TCDSB Geri Puritch, Retired	<u>Session A4: Big Ideas With Fractions</u> This workshop supports teachers in implementing technology into a student-centered math class. Using Fractions as the math focus, teachers will have an opportunity to learn new strategies and to share their expertise on using SMART Technologies and virtual and concrete manipulatives as teaching and learning tools used by students and teachers to solve problems. The big ideas in fractions will be explored as well as the addition and multiplication of fractions in this session. A follow up session at the OAME2013 will continue to look at the big ideas in fractions and the operations of subtraction and division.	7 – 8	30
Tara Cook, TDSB	<u>Session A5: Supporting our college math students</u> In this session, we will look at real world problems, interactive lesson ideas and online supports for our students taking MBF3C and MAP4C. Through the use of media, we will look at student engagement in both creating and solving mathematical problems. Participants will develop lesson ideas to use in their class.	11 – 12 College Stream	30
Gino diPede, TCDSB	<u>Session A6: TI-Nspire Navigator in Grade 9 Applied Mathematics</u> You won't believe how learning math can be truly fun and engaging with TI-Nspire CX CAS Navigator in the grade 9 Applied Math Classroom. You will be amazed at how this interactive wireless technology brings math to life. See how engaged students can truly be with technology that allows for quick polling, testing, grading and for students to become live presenters - all in colour and more!	9 Applied	30

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Chelsea Attwell, TDSB	<p><u>Session A7: Using the <i>Smart Board Notebook Software</i> to Enhance the Three Part Math Lesson</u></p> <p>This interactive workshop is targeted for teachers in the grade 1 through 3 classrooms. The session will focus on using the <i>Smart Board Notebook</i> software to enhance the three part math lesson. The session will offer a variety of innovative ideas and resources to bring back to your classroom. This workshop will also touch on some interactive websites to support numeracy instruction.</p>	1 – 3	30
Michelle Munk, TDSB	<p><u>Session A8: Teaching Math for Social Justice</u></p> <p>Who can concentrate on math while sea levels are rising and children are dying of malaria? Or, on the other hand, who can understand global climate systems and disease <i>without</i> math? In this workshop, the subject of mathematics will be presented as a tool for understanding and addressing the big challenges that face us. This interactive workshop connects mathematical concepts with pressing social justice and environmental issues, such as climate change, child labour and racism, and identifies opportunities in the curriculum expectations for integrating these important applications. It will offer educators tools, resources and sample activities that they can use to effectively incorporate social justice and environmental issues into their math classrooms.</p>	7 – 12	30

Session B 7:00 – 8:00

PRESENTER	TITLE & DESCRIPTION	TARGET AUDIENCE	SIZE
Kathy Kubota-Zarivnij, TCDSB	<p><u>Session B1: Using Bansho For Secondary School Classrooms</u></p> <p>What is bansho and how can bansho (board writing) be used in a secondary school mathematics classroom? Let's solve a secondary school mathematics problem and use our different solutions to construct a bansho. The key components of and strategies used to carry out bansho (board-writing) will be elaborated throughout this session.</p>	9 – 12	30
Alvarine Aldridge, Olive Creary-Satchell, TDSB	<p><u>Session B2: Hands-on Math: Using Manipulatives</u></p> <p>Manipulatives provide a concrete way to help students understand mathematical concepts and so provide and enhance opportunities for exploration, discovery and problem solving. Manipulatives relate abstract ideas about numbers and shapes to something students can see and touch. Because of this, manipulatives make mathematical ideas easier to internalize, and frequently allow students to solve problems they might not otherwise be able to solve.</p> <p>Using manipulatives to construct representations helps students to:</p> <ul style="list-style-type: none"> • See patterns and relationships • Make connections between concrete and the abstract • Test, revise, and confirm their reasoning • Remember how they solved a problem • Communicate their thinking to others 	4 – 8	30

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Mary Lou Kestell, Retired	<u>Session B3: Making Fractions Less Fractious</u> The provincial study of fractions in the school math curriculum for students in K-12 took place during the school year 2011-12. In this workshop, we will examine some of the artefacts gathered and learn the Math for Teaching we need so students develop understanding and facility with fractions.	4 – 8	30
Molly Larin, Joe Bria, TCDSB	<u>Session B4: Divide and Conquer Through Problem Solving</u> Investigate a problem solving approach to teaching division to primary and early junior level children. Within this workshop, the presenters will share their co-teaching journey together. Together they will overview effective strategies they implemented to help students develop deeper understanding of division concepts and procedures. Participants will have an opportunity to experience hands on math activities and walk out with ready to go lesson plans.	3 – 4	30
Mary Cole, TDSB	<u>Session B5: Math Games Across the Strands</u> Math Games are an effective, engaging way to support students with building understanding of Math concepts and with becoming a community of learners. Games provide many learning opportunities including: mental math skills, probability investigations, and the exploration of geometric properties. At this workshop, participants will play math games across the strands. We will discuss strategies for: assessing student progress and identifying next steps; differentiation, and the use of Math games for Family Math Nights and homework.	1 – 3	30
Grace Barone, Larry Romano, TCDSB	<u>Session B6: We like our martinis shaken, not stirred, our morning eggs scrambled, and our classrooms flipped!</u> This non-alcoholic, cholesterol-free, humour-filled, non-threatening workshop is offered in loving-kindness and in the spirit of compassionate livelihood for anyone interested in The Flipped Classroom - a pedagogical model in which the typical lecture and homework elements of a course are reversed. Active learning takes place at home with consolidation in the classroom. Warning: Flipping your classroom is dangerously enjoyable, addictive, and can lead to significant learning!	9 – 12	30
Bonnie MacDonald, TDSB	<u>Session B7: Problem Solving with Picture Books</u> Picture books, with and without a mathematical theme, can be an effective way to engage students and explore problems in entertaining contexts. Join us as we explore some books and talk about the math on the page and beyond.	1 - 3	30
Sam Garrison, TDSB	<u>Session B8: Using Web Tools to Close Content Gaps in Secondary Mathematics</u> This workshop will focus on ways to use web tools in conjunction with descriptive feedback and differentiated instruction to close content gaps for struggling students in grade 9 and 10 Mathematics.	9 – 10	30

To most outsiders, modern mathematics is unknown territory. Its borders are protected by dense thickets of technical terms; its landscapes are a mass of indecipherable equations and incomprehensible concepts. Few realize that the world of modern mathematics is rich with vivid images and provocative ideas.

~ Ivars Peterson



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TEAMS 2012

FALL CONFERENCE REGISTRATION

To better facilitate our large number of participants, TEAMS uses online registration.
You may safely pay online by credit card.

To register, please go to the Webpage <http://www.oame.on.ca/mcis>.

If you have an OAME / MCIS registration number, simply enter it along with your password.

If you do not have a registration number yet, click on **Sign In** on the left panel of the Webpage.

After signing in, scroll down to the link for registering for the TEAMS conference,

Online Registration for TEAMS Fall Conference

COST (Includes Dinner):

- ☐ \$30.00 OAME Members
- ☐ \$35.00 Non-Members
- ☐ \$45.00 Same Day Registration
- ☐ \$25.00 for Teacher Candidates

You also have the opportunity to join OAME or renew your membership online. If you prefer to pay by cheque, register at the above Website, and mail your cheque, payable to TEAMS, to:

TDSB or OISE:

Sooky Crljen,
Lambton Park Community School,
50 Bernice Crescent,
Toronto, ON,
M6N 1W9
TDSB Internal Mail Route: SW

TCDSB or York U. Fac. of Ed.:

Monica Rohel,
Mathematics Resource Teacher,
Catholic Education Centre,
80 Sheppard Ave. E.,
Toronto, ON,
M2N 6E8

For information about our conference, email Soo-Kyoung.Crljen@tdsb.on.ca or monica.rohel@tcdsb.org.

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